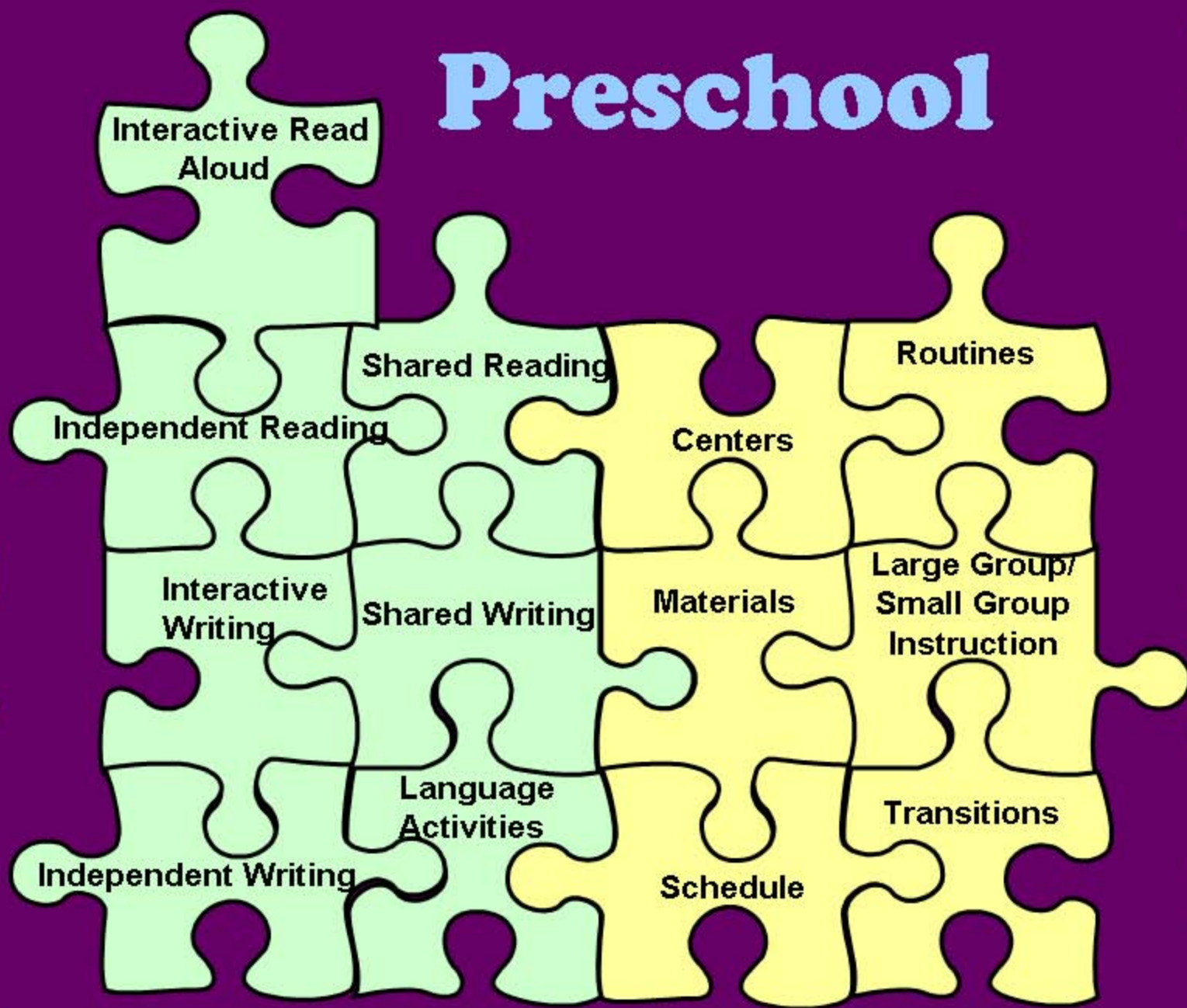


Literacy Framework



Preschool

Environment



"Every child, to be educationally successful, needs a language-rich environment, one in which adults speak well, listen attentively, and read aloud every day."

Ernest L. Boyer (1991) from *Ready To Learn*, Carnegie Foundation,
New Jersey

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*for Preschool Literacy
Instruction*

Before Reading



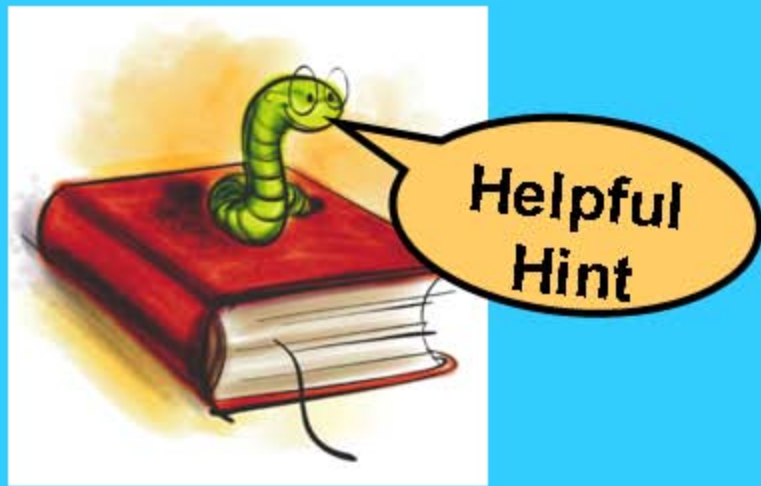
Introduce the read-aloud selection by:

- Sharing general information (title, author, illustrator).

- Introducing challenging vocabulary.

- Sharing relevant details to access children's background knowledge and to arouse interest about what is being read.

- Providing background information necessary to understand the story concepts or vocabulary.



**Keep it quick and simple so
you don't take away from the
pleasure of the story.**

Eat Your Peas

by Kes Gray • illustrated by Nick Sharratt



Reading aloud - beginning

During Reading

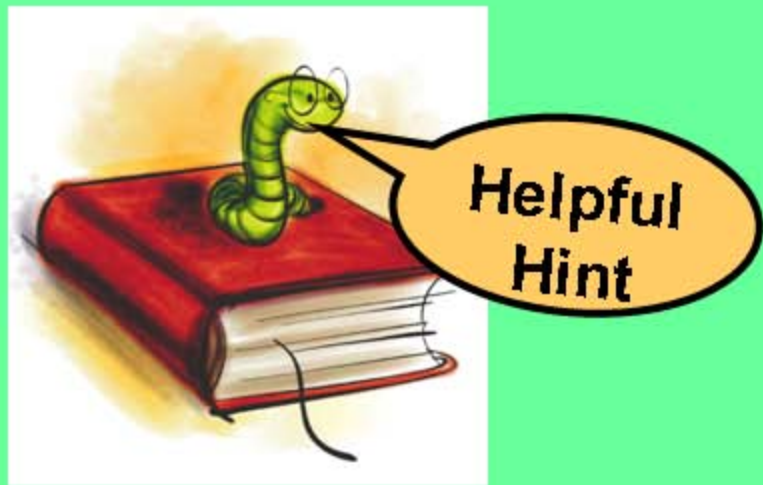


During the read-aloud selection:

Allow children to have conversation about the read-aloud, when appropriate

Encourage children to make predictions, when appropriate

Encourage other comprehension strategies such as making connections and asking questions.



**Be careful not to disrupt the
flow of the story.**

Mom sighed one of her usual sighs.
"If you eat your peas, you can
have a dish of ice cream," said Mom.



"If you eat your peas, you can have a dish of ice cream,
stay up an extra half hour,
and you can skip your bath."



"If you eat your peas, you can have 100 dishes of ice cream,
you can go to bed when you want, wash when you want,
do what you want when you want,
I'll buy you ten new bikes,



two pet elephants,



three zebras,



a penguin,



and a chocolate factory."



Reading aloud - middle

After Reading



After the read-aloud selection:

Help children make connections between events in the story and their personal experiences or make connections with another book read previously.

Ask children to talk about favorite characters, episodes, or illustrations

Ask children to retell parts of the story or to suggest new solutions to a problem raised in the story



Reread the book, as children often like to hear familiar stories over and over.

Mom looked down at her own plate
and her bottom lip began to quiver.
"But I don't like brussels sprouts," said Mom.



Reading aloud - end



But we both like ice cream!

Good
PM

Do You Like Peas??

McDermid
PM

Yes

No

Kind of

Ben

Dylan

Isaac
JD

Mia

Conner

Tyler

Marius

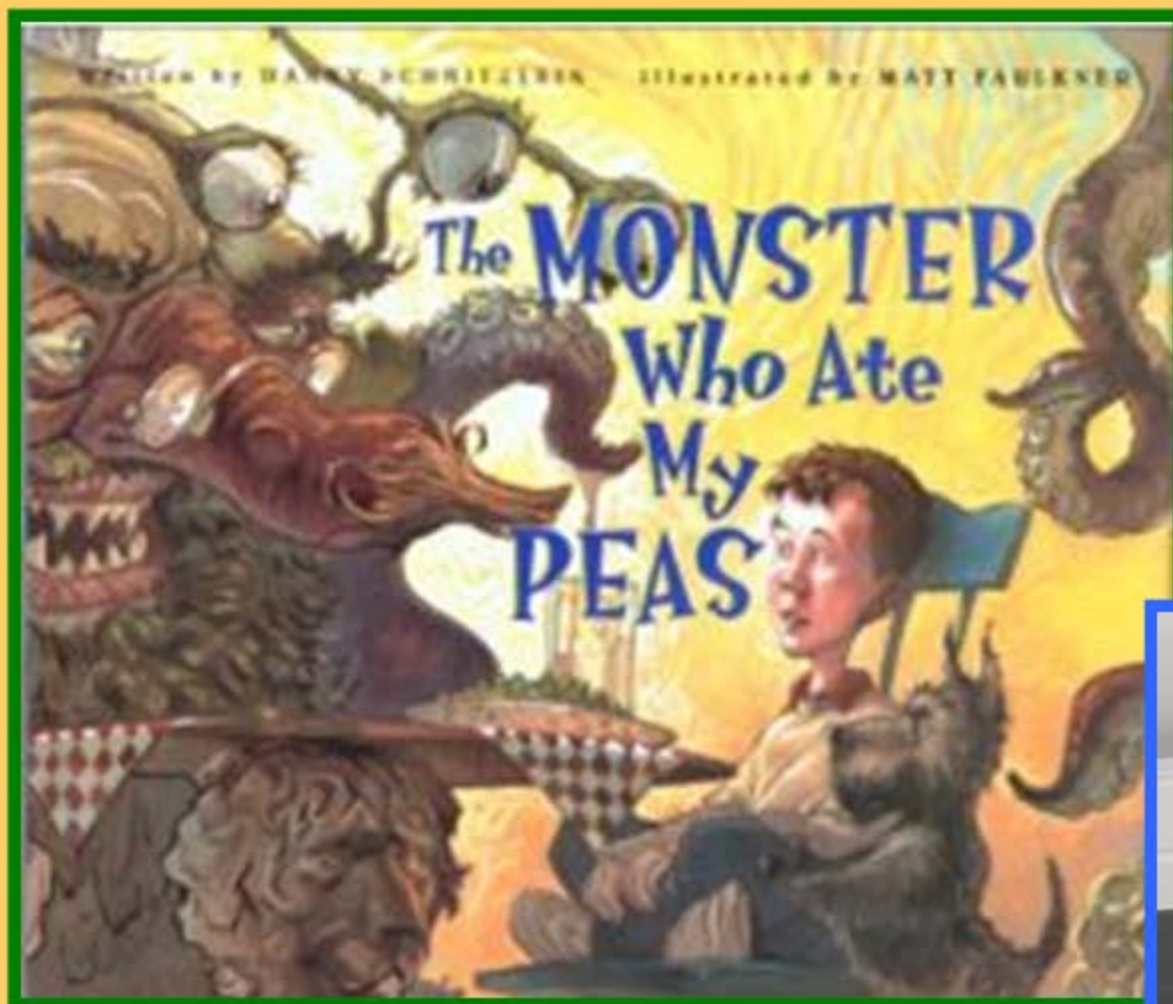
Faith

Joey

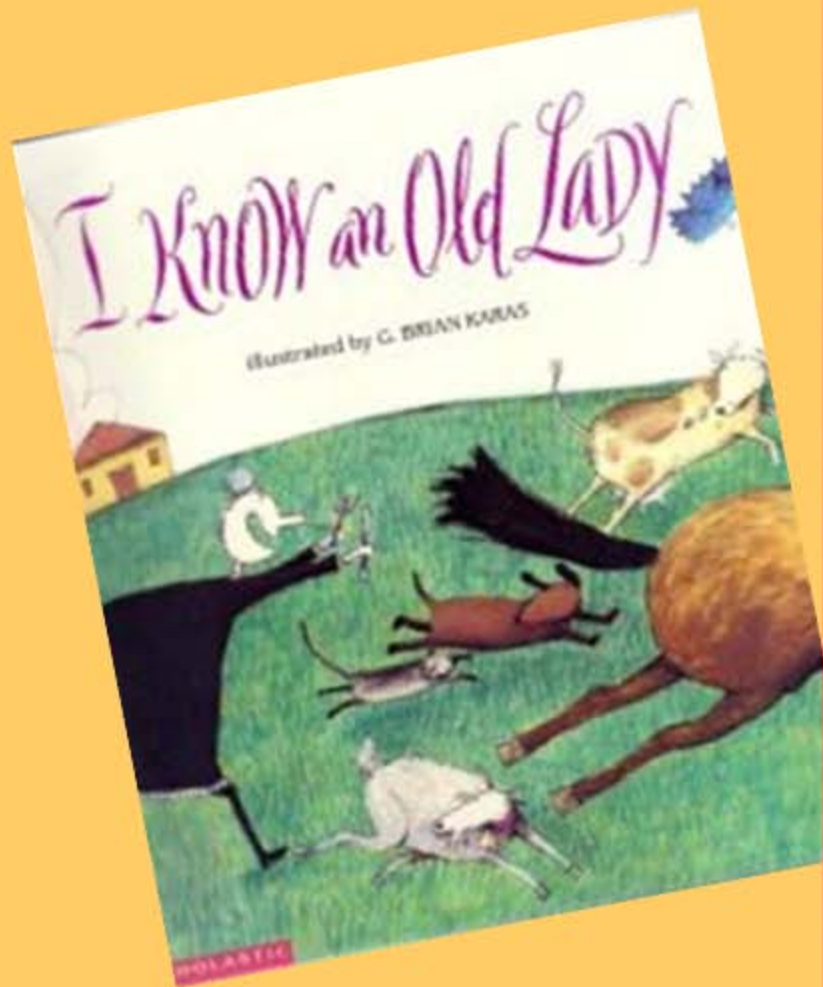
Caleb
Gordon
RJ

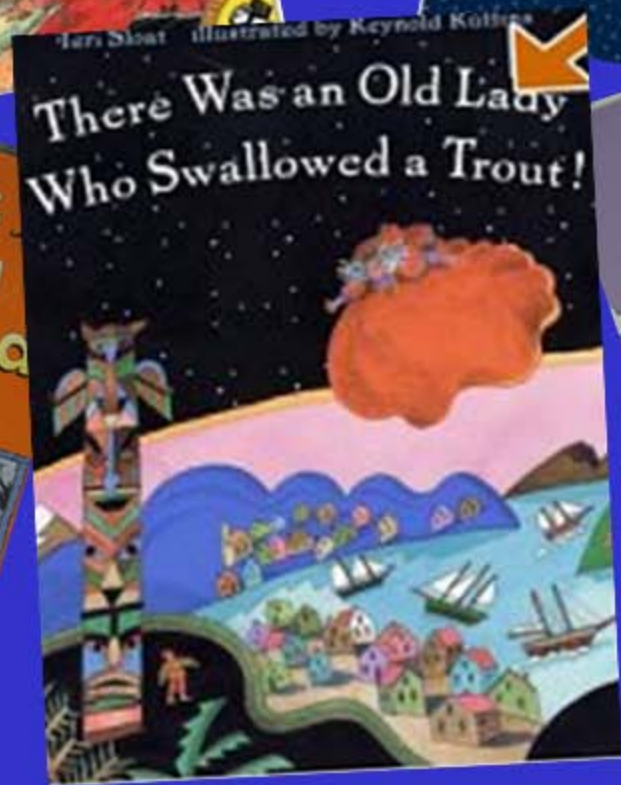
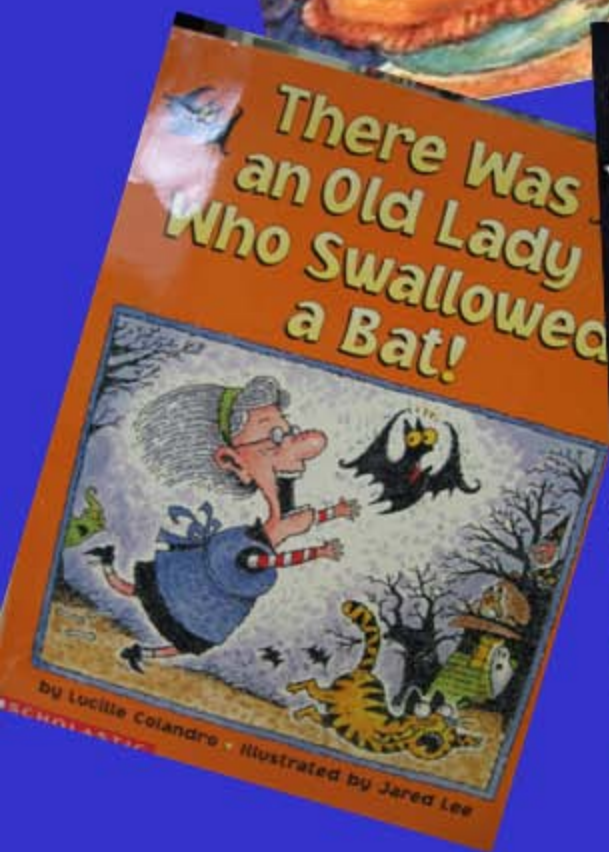
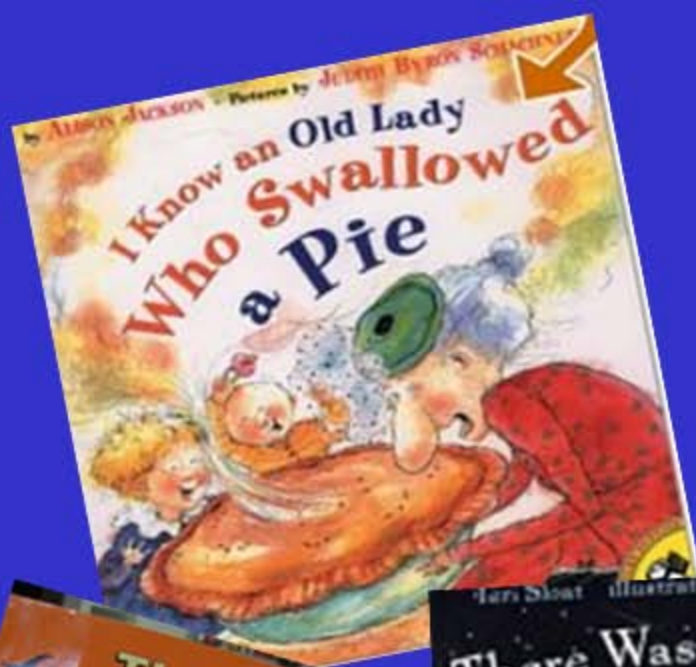
Samuel
X
33

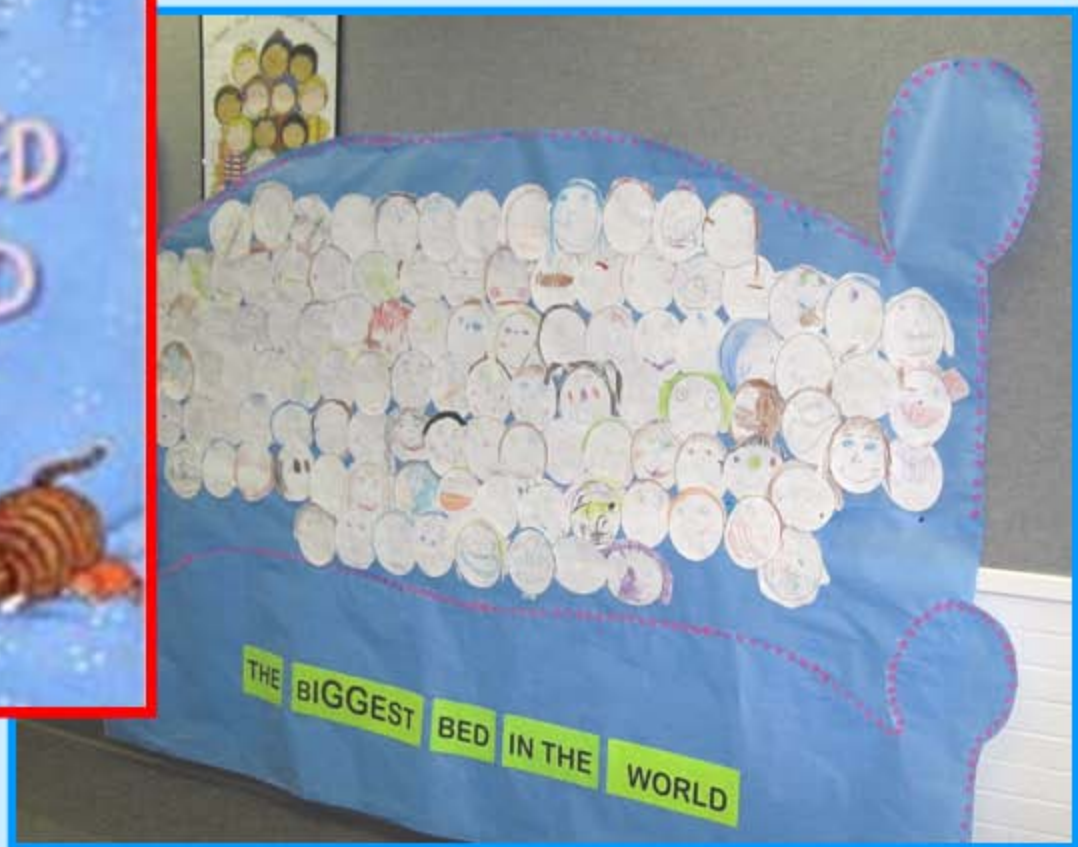
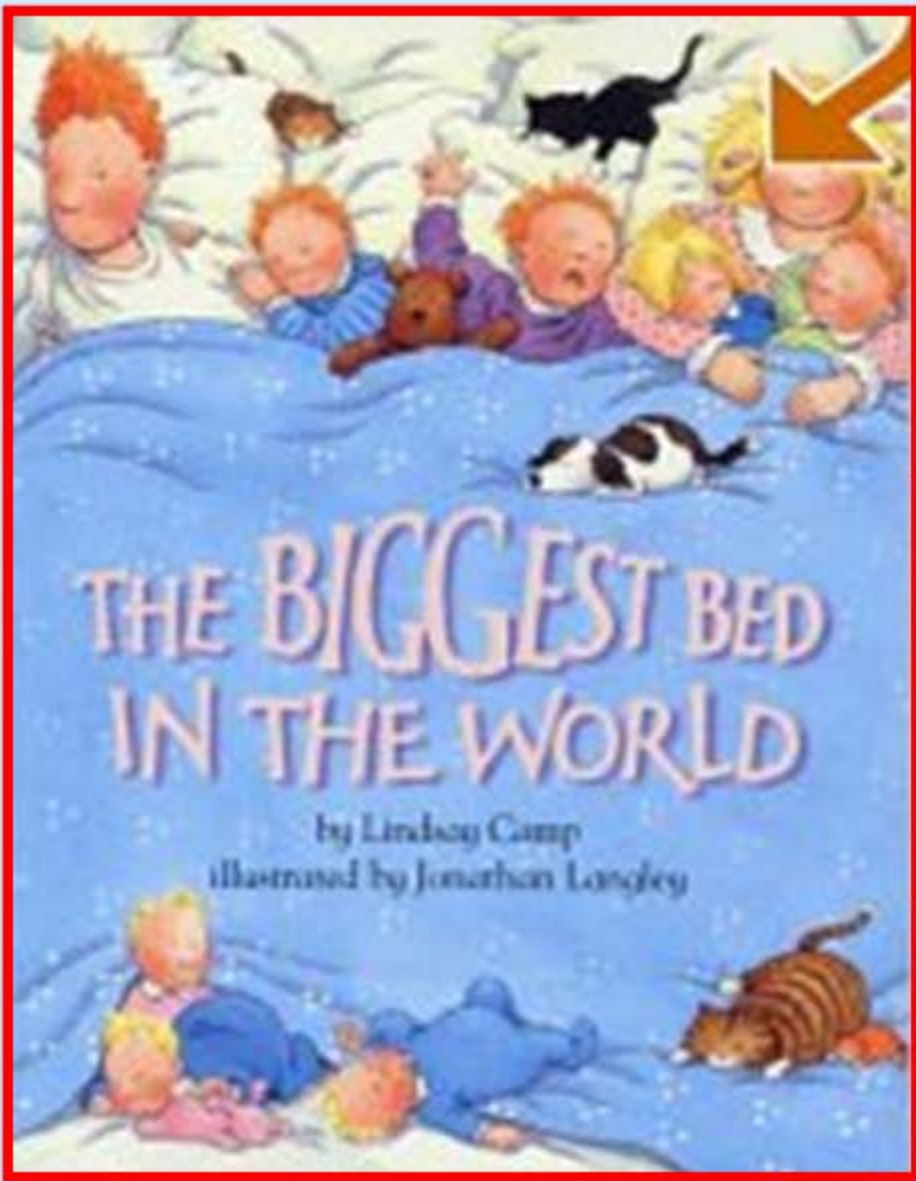
Wong
C
Colleen











Purpose of Read-Alouds



- * immerse children in a wide range of literature
- * develop book and print concepts
- * instill a love of reading
- * develop an understanding of the language used in books
- * develop an understanding of the structure of stories, information books, and poetry
- * increase vocabulary and knowledge through experiences described in books
- * develop listening skills

No player in the NBA was born wanting to play basketball. The desire to play ball or to read must be planted. The last 25 years of research shows that reading aloud to a child is the oldest, cheapest and most successful method of instilling that desire. Shooting baskets with a child creates a basketball player; reading to a child creates a reader.

- Jim Trelease

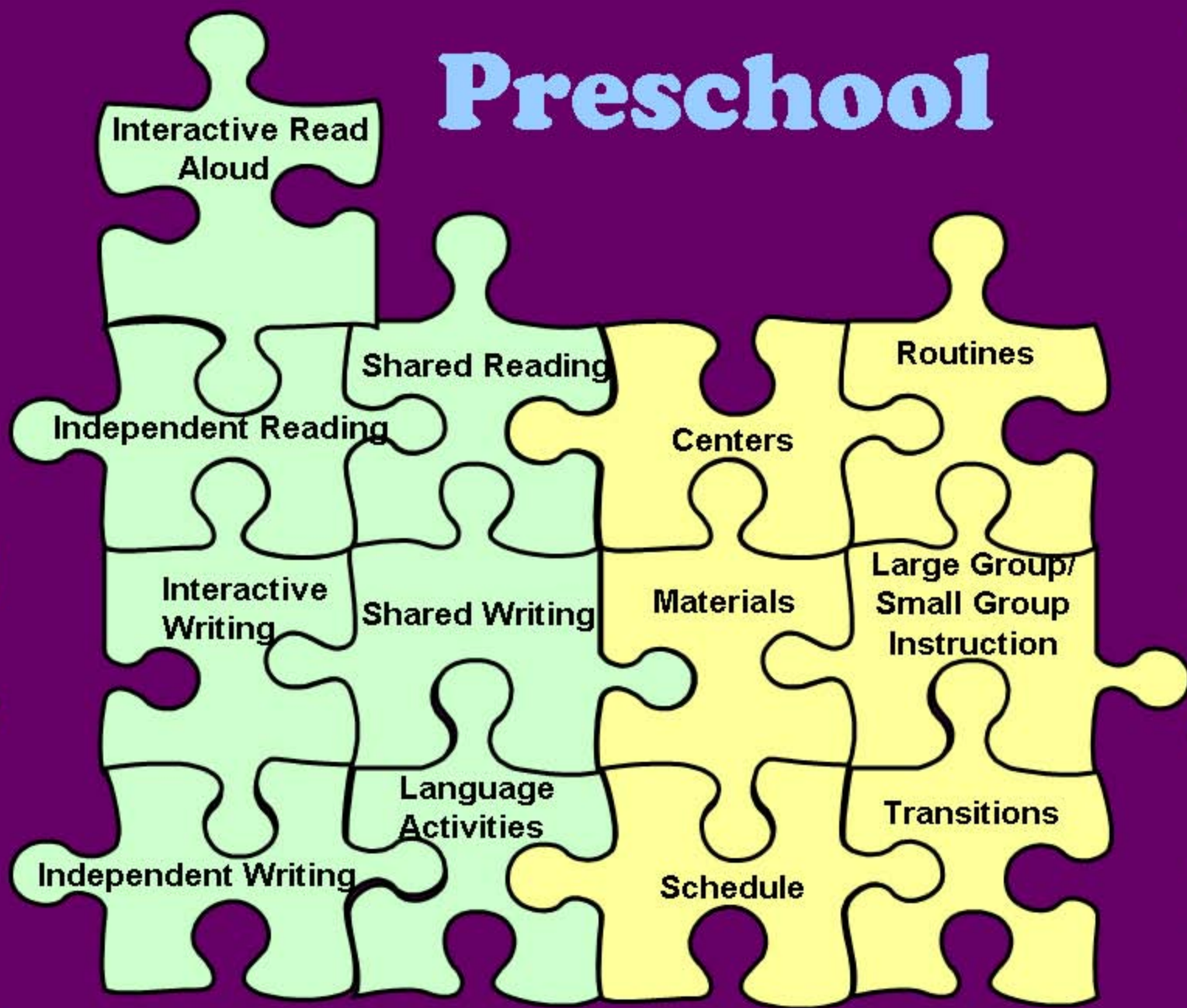


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Preschool

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Shared Reading

Reading with Children



“Reading” by Children

Independent Reading

